## Indiana Professional Standards Board
### Beginning Teacher Assessment Program (BTAP)

# ELEMENTARY EDUCATION

### 2003-2004 School Year

**"The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Beginning Teacher Assessment Program (BTAP).** *Any other use or application is strictly prohibited.***"**

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*NOTE:* *The following symbols are used to highlight instructions throughout the handbook*

   ✓     indicates information about something you must **DO**

   ⊠     indicates a written response or other material you must **SUBMIT**

   ✎     indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of an Elementary Education Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

# PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping ***all*** students learn.

# ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contribute time and energy to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth contribute to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program and Teacher Evaluation, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and program.

# SECTION I. THE BEGINNING TEACHER ASSESSMENT PROGRAM (BTAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Beginning Teacher Assessment Program (BTAP), a two-year **teacher assessment program** that provides the following:

- *support* for beginning teachers through school/district-based mentors or support teams and programs, and other forms of professional development
- *assessment* through a **content-specific teaching portfolio** submitted during the second year of teaching

In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction, and assessment. **Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the BTAP.**

The goals of the BTAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues

The BTAP has substantially impacted both new teachers and Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the BTAP during the early part of their careers.

**Look at our website for more information about beginning teachers** ➡ **www.in.gov/psb**

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning

# SECTION II. UNDERSTANDING TEACHING PORTFOLIO REQUIREMENTS

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers.

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

## INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

*Model Standards for Beginning Teachers Licensing and Development*

Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

## STANDARDS-BASED TEACHING IN ELEMENTARY EDUCATION

**Elementary classrooms are learning communities with a goal: every child will become a confident, effective, imaginative, and lifelong learner.** In order to create dynamic learning communities, teachers need to address aspects of character and habits of mind and integrate literacy, numeracy across the content areas. The inquiry process is the tool to achieve this type of learning community. By setting high, consistent expectations for students, elementary teachers lay the foundation for successful learning, both in and out of school.

Teachers build **aspects of character** (caring, honesty, fairness, responsibility and respect for self and others) by creating opportunities for students to work cooperatively, reach consensus, plan and carry out community projects. The goal is for students to become independent thinkers, lifelong learners, and problem solvers.

Teachers cultivate **habits of mind** (perseverance, self-motivation, confidence, openness to new ideas, and self-reflection) by helping students see and address issues from other perspectives, collaborate and negotiate with others, and evaluate their work and the work of others. This promotes an atmosphere of trust, communication, and a passion for learning.

**Literacy and numeracy, the foundations of an elementary classroom, can be integrated throughout all the elementary education content areas through the use of inquiry. Inquiry, investigation through exploration, is fundamental to learning in all content areas.** The ways teachers choose to do this will vary depending on their individual creativity and the needs of their students. **Meaningful learning experiences for the different developmental and instructional levels of students must be addressed.** Students need to observe, compare, question, create and interpret data, evaluate and revise, search other resources, and share their ideas and information. By helping students integrate skills, strategies, and concepts from all content areas, teachers build understandings and encourage applications of knowledge, skills, and ideas to real world situations.

**To access Indiana Standards for Teachers of Early and Middle Childhood, go to the IPSB website:**

**Indiana Professional Standards Board**
**www.in.gov/psb/**
Click on "Standards"

# OVERVIEW OF THE ELEMENTARY EDUCATION TEACHING PORTFOLIO

| TASK | WHAT TO DO | WHAT TO SUBMIT |
|---|---|---|
| **PART A:** **THE LEARNING COMMUNITY** | ✓ Describe the learning community in your classroom | ☒ Teaching Portfolio Class Profile Form (Appendix T.1)<br>☒ Commentary on the Learning Community in Your Classroom (up to 2 pages) |
| **PART B:** **LITERACY** | ✓ Select, adapt, or develop a literary sequence that promotes response, interpretation and a critical stance<br>✓ Provide relevant information about 2 students and how they are similar to and different from the other students in the instruction group<br>✓ Keep a daily lesson log for 5 days of literacy instruction<br>✓ Videotape a literacy lesson segment that represents a way in which you promote students' response, interpretation, and critical stance<br>✓ Analyze student-learning performance in video segment<br>✓ Collect work samples and analyze student performances in relation to the learning goal | ☒ Commentary on Literacy Instruction (up to 1 page)<br>☒ Commentary on Students' Literacy Learning (up to 1 page)<br>☒ Examples of work done by Students A and B prior to this learning segment<br>☒ Daily Lesson Logs (1-2 pages per day)<br>☒ Sample work from Students A and B for each day and, if applicable, informal and/or formal assessments<br>☒ Videotape segment (15 minutes)<br>☒ Commentary about the videotaped literacy lesson (up to 2 pages)<br>☒ Commentary on Your Teaching and Student Learning (up to 2 pages) |
| **PART C:** **NUMERACY** | ✓ Select, adapt, or develop a numeracy sequence that promotes problem solving<br>✓ Provide relevant information about 2 students and how they are similar to and different from the other students in the instruction group<br>✓ Keep a daily lesson log for 5 days of numeracy instruction<br>✓ Videotape a numeracy lesson segment that represents a way in which you promote problem solving<br>✓ Analyze student-learning performance in video segment<br>✓ Collect work samples and analyze student performances in relation to the learning goal | ☒ Commentary on Numeracy Instruction (up to 1 page)<br>☒ Commentary about Students' Numeracy Learning (up to 1 page)<br>☒ Examples of work done by students prior to this learning segment<br>☒ Daily Lesson Logs (1-2 pages per day)<br>☒ Sample work from Students A and B for each day and if applicable, informal and/or formal assessments<br>☒ Videotape segment (15 minutes)<br>☒ Commentary about the videotaped numeracy lesson (up to 2 pages)<br>☒ Commentary on Your Teaching and Student Learning up to 2 pages |
| **PART D:** **THE LEARNING COMMUNITY** | ✓ Analyze the effectiveness of your teaching based on the review of student learning described in your portfolio<br>✓ Identify changes to instruction<br>✓ Analyze the learning community in your classroom | ☒ Commentary on the Learning Community in Your Classroom (up to 2 pages) |

## THE PROCESS FOR THE EVALUATION OF THE ELEMENTARY EDUCATION TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content area as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

# The Portfolio Evaluation Steps

**1.    Collecting and recording evidence through note taking**

At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

**2.    Interpreting the evidence**

Evidence is then organized around a series of **Guiding Questions** that are derived from the ***Indiana Standards for Teachers of Early and Middle Childhood***. (Guiding Questions are found in this handbook under the heading, "Framework for the Evaluation of the Elementary Education Teaching Portfolio.")

**3.    Evaluating the quality of the teaching documented in the portfolio**

Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

**4.    Reaching an agreement on the score**

Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

**5.    Re-scoring of portfolios not meeting the acceptable performance standard**

Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

**6.    Providing information about the portfolio**

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

**7.    Additional performance feedback**

Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

# FRAMEWORK FOR THE EVALUATION OF THE ELEMENTARY EDUCATION TEACHING PORTFOLIO

The framework for the teaching portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

## Category I: INSTRUCTIONAL DESIGN
**How well does the teacher design units in which students can build understanding and apply knowledge, skills and ideas in literacy and numeracy?**

I.1    Describe how the teacher uses curriculum and knowledge about the students to establish expectations for learning.

I.2    Describe how the teacher structures content and learning activities to support student learning.

I.3    Describe how the strategies and materials support student learning.

I.4    Describe how the teacher accommodates students' learning needs.

## Category II: INSTRUCTIONAL IMPLEMENTATION
**In what ways does the teacher use instructional strategies and resources to create a learning environment in which all students are encouraged to develop concepts, skills, and understandings in literacy and numeracy?**

**Literacy:**

II.1    Describe how the teacher uses the language arts (reading, writing, listening, speaking, viewing, and acting) to help students develop literacy.

II.2    Describe how the teacher uses reading in instruction to help students develop literacy.

II.3    Describe how the teacher uses writing in instruction to help students develop literacy.

II.4    Describe how the teacher uses classroom management to support the development of students' literacy.

II.5    Describe the opportunities for students to communicate their thinking in literacy.

**Numeracy:**

II.1    Describe how the teacher uses mathematics (problem-solving, reasoning and proof, communication, connections, and representation) to help students develop numeracy.

II.2    Describe the tasks used to help students problem-solve and develop numeracy.

II.3    Describe the opportunities for students to communicate their thinking in numeracy.

II.4    Describe how the teacher uses classroom management to support the development of students' development in numeracy.

II.5    Describe how the teacher uses resources to support students' development in numeracy.

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[1]Guiding Questions and categories are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance for portfolio scoring.

**Category III: ASSESSMENT OF LEARNING**
**In what ways does the teacher communicate expectations, evaluate student performance, and communicate assessments to students to support learning?**

III.1    Describe the ways the teacher communicates criteria for success to promote student learning.
III.2    Describe how the teacher assesses and analyzes student performance.
III.3    Describe how the teacher communicates assessment results to students to promote learning.
III.4    Describe how the teacher monitors student performance and uses information about student

          performance in instruction.

**Category IV: ANALYZING TEACHING AND LEARNING**
**How does the teacher analyze students' learning, adjust instruction, and reflect on his/her own teaching?**

IV.1    Describe the teacher's reflection on student learning and its connection to instruction.
IV.2    Describe how the teacher uses information about student learning to propose modifications

          to future instruction.
IV.3    Describe how the teacher reflects on opportunities for the students to develop habits of mind (perseverance, self-motivation, confidence, openness to new ideas, and self-reflection) and aspects of character (caring, honesty, fairness, responsibility, and respect for self and others).

## STANDARDS OF PERFORMANCE FOR BTAP TEACHING PORTFOLIOS
### (Subject to change from pilot study)

**Acceptable Standard of Performance**

Level 4: demonstrates an ***advanced*** level of competence in meeting the standards
Level 3: demonstrates a ***proficient*** level of competence in meeting the standards
Level 2: demonstrates a ***competent*** level of competence in meeting the standards

*Consequence: eligibility for the Proficient Practitioner License provided all other requirements are met*

**Conditional Standard of Performance**

Level 1: demonstrates a ***conditional*** level of competence in meeting the standards

*Consequence in Year Two: eligibility for a third year in the BTAP and resubmission of a teaching portfolio*

*Consequence in Year Three: ineligibility for the Proficient Practitioner License*

**Unacceptable Standard of Performance**

1) **Not scoreable/incomplete:** deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

   *Consequence in Year Two: eligibility for a third year in the BTAP and resubmission of a teaching portfolio*

   *Consequence in Year Three: ineligibility for the Proficient Practitioner License*

2) **Score of "0": Violation of the Code**: evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

   *Consequence in Year Two: eligibility for a third year in the BTAP only if requested in writing by the superintendent of schools*

   *Consequence in Year Three: ineligibility for the Proficient Practitioner License*

## STANDARDS OF COMPLETION FOR BTAP TEACHING PORTFOLIOS

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion**.**

# Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

## 1. Comprehensiveness
All components of the teaching portfolio are present: lesson logs, videotape(s), student work, and commentaries (as outlined in portfolio handbook guidelines).

## 2. Adequacy
The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

- period of time teaching is documented
- type of lesson and duration of lesson segments recorded on videotape
- nature and quantity of student work
- content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

## 3. Timeliness of Submission
The portfolio must be received by the specified deadline (*on or before May 1)*. Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB) and will only be granted upon a finding of good cause.

### Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct**.**

## Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and re-submit a portfolio during year three. A copy of the letter informing the beginning teacher that he/she has not met the standards of completion will be sent to the superintendent and principal.

## Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

## INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below.

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work or videos).
- Work samples or other materials are illegible.
- Technical problems with the videotape (e.g., no audio).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the BTAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent resubmission of a portfolio or another alternative as determined by the BTAP.

**Note 1**: *Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.*

**Note 2:** *The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well being of students has been jeopardized.*

## REQUIRED TEACHING PORTFOLIO FORMAT

### Materials Required for Portfolio Submission

In order to assemble the teaching portfolio, obtain the following materials:

- several blank VHS videotapes to tape lessons

    **Note: do not submit mini-cassettes.**

    **Note: Submit the original tape and one copy. Keep a copy for yourself.**

- one letter-size (8 ½" x 11") accordion folder without flaps or ties

    **Note: Do not enclose individual portfolio pages in plastic page protectors**.

# Documentation and Commentaries

Preparing the portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choices made as a teacher (e.g., what was taught, how it was taught, and why certain decisions were made). The teaching portfolio is composed of two general types of information: documentation and commentaries.

**Documentation** includes items such as lesson logs, students' work, assessment tools and videotapes.

**Commentaries** are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.
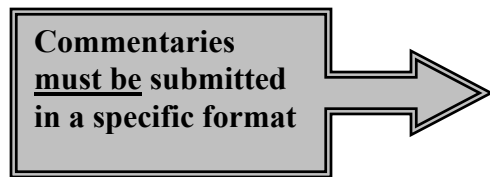
| **Commentaries <u>must be</u> submitted in a specific format** ➔ | • **typed or computer processed on 8 ½" x 11" white paper**<br>• **double-spaced with 1" margins**<br>• **single-sided**<br>• **non-script type font no smaller than 12-point size** |
| --- | --- |

**Note that commentaries and video segments must adhere to page or time limitations as specified in the portfolio.** Scorers are instructed not to read additional text or view more video beyond these limitations.

## Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but it **is not numbered.** The pagination process starts with the next page. Make sure that every page of the portfolio is paginated, including student work. (Page numbers may be handwritten.)

## Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For elementary education, the coding is as follows: EE + last two digits of submission year + SSN (**e.g., If the submission year were 2003 and your Social Security Number were 123-45-6789, the code would be EE03123-45-6789**).

Label **all** portfolio pages (documentation, student work, and commentaries) with your **Candidate ID #.** If a word processor is used, include the **Candidate ID#** as a running header or footer on every page of the portfolio.

## Confidentiality

Every effort is made to keep your name, school, and students' names confidential. The portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purposes, written permission will be requested. See Appendix V.3 for an explanation of BTAP policies related to portfolio materials.

**Do not use your name or the name of your school in any part of your portfolio documentation**. If it appears in any documentation, use "white-out" fluid, correcting tape, or black marker to conceal it.

The student work included in the portfolio must be original and authentic, not transcribed by someone else. One-sided, **legible** photocopies are acceptable. **Remove students' names from any written student work** submitted. If necessary, use "white-out" fluid, correcting tape, or black marker to conceal students' names.

## Videotaping

Prior to videotaping, notify parents/guardians of students in your class about the purpose of the videotapes required for the portfolio submission. English and Spanish parent/guardian notification forms are available at Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When submitting your VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #**. During videotaping, however, don't worry about calling students by name, or having them address you by name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

## Important Forms to Include with the Portfolio

✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place in your accordion folder in front of the actual portfolio.

**Do not include them as part of the pagination of your portfolio. They will be processed separately.**

- **Return Receipt Form (Appendix R.l)** This will be date stamped and returned to you following receipt of your portfolio.

- **Teaching Portfolio Authenticity Sign-Off Form (Appendix R.2)**

- **Teacher Demographic Information Form (Appendix R.3)**

- **Teaching Portfolio Reflection Form (Appendix R.4)**

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### DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO
#### (Subject to change from pilot study)

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## Assembling the Portfolio

✓ Into **ONE** letter-sized (8 ½" x 11") accordion folder, submit the following:

- paper clipped packet of completed forms R.1, R.2, R.3, and R.4
- the original portfolio
- one clearly readable, single-sided copy of the portfolio, including legible copies of students' work

**Note: Be sure that double-sided originals are copied completely.**

**Note: Secure the original and the copy of your portfolio with binder clips.**

- the original VHS videotape labeled with your **Candidate ID #**
- one audible copy of the VHS videotape labeled with your **Candidate ID#**

✓ **Retain a complete copy of the portfolio, including a videotape copy, to ensure that the portfolio can be replaced if lost or misdirected in the mail. Remember, mini-cassettes will not be accepted.**

✓ Before submitting the portfolio**, it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality** outlined in Appendix V.4. **An incomplete portfolio is considered a "non-scorable" portfolio**, requiring you to resubmit a portfolio during a third year of participation in the BTAP.

## Deadline for Submission

**Second year teachers:** Completed portfolios must be postmarked on or before **May 1.**

**Third year teachers**: Teachers who are redeveloping a portfolio because of having previously received a "Conditional" score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1 will not be scored until the following summer with score notification in September.

## Delivery and Mailing Address

<u>Via U. S. Mail, Express Mail, or Hand-Delivery to:</u>
Indiana Professional Standards Board
101 West Ohio Street, Suite 300
Indianapolis, Indiana 46204-1953
ATTN:  BTAP Portfolio Assessment
Phone:  1-317-232-9010 or 1-866-542-3672

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## HOW TO GET HELP WITH THE TEACHING PORTFOLIO

The first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your certified mentor/mentor team provides you with appropriate instructional support, and for facilitating opportunities for certified mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the BTAP.

**State Information Website**
Indiana Professional Standards Board
**www.in.gov/psb**

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# *SECTION III. GUIDELINES FOR THE DEVELOPMENT OF THE ELEMENTARY EDUCATION TEACHING PORTFOLIO*

To begin the planning of your portfolio, you need to make key decisions, which will influence the portfolio you produce.

## *Attributes of Your Learning Community*

One aspect focuses on **how you develop a comprehensive learning community in your classroom**. Elementary classrooms help students learn academic content, skills and strategies and provide supportive occasions for students to develop aspects of character (i.e., move students towards caring, honesty, fairness, responsibility and respect for self and others). Learning communities also develop habits of mind (i.e., move students towards perseverance, self-motivation, confidence, openness to new ideas and self-reflection).

When assembling the portfolio **be sure to highlight occasions that focus on the development of habits of mind or aspects of character in your classroom**. These occasions may reflect how you help students interact with each other in common learning activities, or how you help students develop their ability to assess their own work. This development may also occur when academic learning is being featured: **be sure to point out instances that have multiple purposes** (e.g., developing understanding of a concept while developing an aspect of character) in your portfolio.

## *Selecting the Content*

Also, the portfolio asks you to focus on **how you help students develop literacy and numeracy understandings in a variety of contexts**. As you decide what lessons to document, **consider the definitions of literacy and numeracy and the learning needs of your students**. The instructional sequence should be **supported and documented by students' prior performances indicating the need for the literacy and numeracy sequence**. Be sure to select material that is engaging and important for the students at their level of learning. **Any literacy or numeracy topic that is aligned with the *Indiana Academic Standards* can be turned into a portfolio unit.** Copies of the *Indiana Academic Standards* are available at the Indiana Department of Education website.

> **www.doe.state.in.us**
> Click on "Academic Standards"

- For literacy, select lessons that best illustrate **how you help students understand communication** (i.e., the communication of others and their communication to others).
- For numeracy, select lessons that best illustrate **how you help students learn how to solve problems**.

You may choose the same or different five days for the literacy and numeracy instructional sequences and extend to other content areas

## *Selecting Students to Highlight*

For the portfolio, choose two students whose work and progress over the course of the learning segments will illustrate what they and their instructional group are doing. The two students should

differ in their approaches to learning. **They may be the same students or different students for the literacy and numeracy segments**. In both cases, select students who are of particular interest to you, students who may be having difficulty, or students who require more challenging tasks.

## *Selecting Student Work Samples*

The student work submitted should be **directly connected** to your stated learning goal, objective and lesson. Select one piece of work from Student A and one piece of work from Student B for each lesson that best helps you to assess student progress toward the literacy or numeracy goal.

## *Selecting Videotape Segments*

The videotapes may show whole class or small group interaction. It is important that **each segment illustrate how you facilitate student inquiry in literacy and numeracy**. **The primary focus should be on your teaching and facilitation of the process of inquiry.**

- In literacy, select one fifteen-minute segment that represents how you promote inquiry as a way to develop literacy learning.

  Do **not** include a videotape segment of you reading a children's book to the class or of students editing each other's work for punctuation.

- In numeracy, select one fifteen-minute segment that represents how you promote inquiry as a way to develop numeracy learning.

  Do **not** include a videotape segment of you teaching algorithms or of students responding to your questions with only short declarative responses.

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## PART A: THE LEARNING COMMUNITY

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In Part A provide information about your students and describe different aspects of the learning community developed in your classroom.

In your classroom, you and your students establish a learning community that encourages and nurtures academic and social development. **Your knowledge of students' learning needs and behaviors forms the basis for the establishment of acceptable standards.** Students learn that struggling with ideas is an essential part of learning. They learn constructive ways of challenging the ideas of others and ways to accept disagreement.

The development of the learning community is guided by:
- motivating students to participate in classroom activities
- modeling desired thinking and behavior
- using positive reinforcement
- sequencing learning opportunities that focus on promoting cognitive and affective skills

**Individual differences are accommodated as students understand new concepts, develop skills, and apply multiple strategies in an environment that promotes thinking and learning.**

# Task A.l: Teaching Portfolio Class Profile

⊠      Complete the <u>Teaching Portfolio Class Profile</u> Form (Appendix T.l) and include it as the first page of your portfolio.

# Task A.2: Commentary on the Learning Community in Your Classroom

⊠      Write a commentary (up to 2 pages) giving an overview of the learning community you have established and continue to develop in your classroom. You may refer to what you have done to create a learning community since the beginning of the school year. In your commentary, respond to the following questions or prompts:

🖉   Describe the composition of your class and the type of community from which your students come.

🖉   Describe the ways in which you help your students develop positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas and self-reflection).

🖉   Describe the ways in which you help your students develop positive aspects of character (e.g., caring, honesty, fairness, responsibility and respect for self and others).

🖉   Describe how you provide students with opportunities to understand and appreciate the diverse culture(s) and diverse perspectives of others.

### What to Submit:

⊠      Teaching Portfolio Class Profile Form (Appendix T.l)

⊠      Commentary on the Learning Community in Your Classroom

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### Key Elements in the Evaluation of Task A.2

While reviewing your commentary, scorers will look for the key evidence listed below.

🔑   The teacher designs a classroom climate in which students develop positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas, and self-reflection).

🔑   The teacher designs a classroom climate in which students develop positive aspects of character (e.g., caring, honesty, fairness, responsibility, and respect for self and others).

🔑   The teacher develops opportunities for students to understand and appreciate the diverse culture(s) and diverse perspectives of others.

In Part B, document a five-day learning segment that develops a literacy concept(s) with students. Complete the following five tasks.

## Task B.l: Commentary on Literacy Instruction

An effective instructional plan focuses on students' development and integration of content knowledge, skills and strategies with the development of behaviors that help them to become independent and to think critically.

- The instructional plan **accommodates student learning needs and interests and allows for instructional adjustments**.
- Instructional planning **of concepts and activities that build on each other** and are responsive to students' learning needs is the basis for effective instruction to help students develop conceptual understanding.
- The instructional plan needs to reference the *Indiana Academic Standards.*

⊠     Write a commentary (up to 1 page) about the important literacy concept(s) that your class will learn during the featured five-day segment. Respond to the following questions and/or prompts:

   ✐ What concept(s) have you chosen to teach, and how are they important for student learning?

   ✐ Describe the prior knowledge of students in your class. How does their previous experience affect your instructional planning for this learning segment?

   ✐ How can you extend the literacy concept(s) to other content areas?

### What to Submit:

⊠ Commentary on Literacy Instruction

## Task B.2: Commentary on Students' Literacy Learning

Select and focus on the learning of two of your students. These two students will serve as a reference to students' learning of literacy in your class. The students may be from any instructional grouping (see Glossary) you use for literacy instruction. **The two students you select should differ in their approaches to learning.** You may want to consider choosing students who are of particular interest to you or whom you want to know better. You may select the same students for your literacy and numeracy tasks.

✓     Select the two students who will be featured in the instructional sequence.

☒     Write a commentary (up to 1 page) addressing the following questions:

    ✎   How are the literacy achievements of Students A and B similar to or different from the other students in their instructional group(s) or class?

    ✎   How do Students A and B differ from each other in their approaches to learning?

    ✎   What do you expect Students A and B and their instructional group(s) to be able to do at the end of the learning segment?

☒     Submit and reference one or two pieces of student work for Students A and B to support the need for the instructional sequence that you planned. Remove students' names from the submitted work, include the date on which the assignment was given and label as either Student A or Student B. Attach the work after the Task B.2 commentary.

## What to Submit:

☒    Commentary about Students' Literacy Learning

☒    Examples of work done by Students A and B prior to this learning segment

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### Key Elements in the Evaluation of Tasks B.l and B.2

While reviewing your commentaries, scorers will look for the key evidence listed below.

🔑   The teacher uses students' prior knowledge to identify an appropriate instructional sequence.

🔑   The teacher identifies how the literacy concept could extend to other content areas.

🔑   The teacher identifies how the literacy achievements of Students A and B are similar to or different from the other students in their instructional group(s) or class.

🔑   The teacher identifies how Students A and B differ in their approaches to learning.

🔑   The teacher identifies appropriate learning expectations for Students A and B and their instructional group(s).

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# Task B.3: Daily Lesson Logs and Daily Student Work in Literacy

One of the central literacy concepts is communication. Through your instruction your students learn to do the following:

- develop skills in the areas of reading, writing, speaking, listening, viewing, and enacting
- learn to use all three cueing systems (grapho-phonetic, syntactic, and semantic) and their previous knowledge to construct meaning from print, oral, and visual media
- learn to compose messages in print, oral, and visual media to fit their purpose, task, and audience

Your literacy instruction should emphasize various skills involved in communication and construction of meaning from and through text.

⊠ Write a daily lesson log (1-2 pages per day) after each literacy lesson explaining how you helped  Students A and B and their instructional group(s) develop understanding of the intended literacy concept(s).

In each daily lesson log **mark the date and the duration of the lesson** and respond to the following questions or prompts:

🖎 What did you expect students in class to learn during the lesson? If the expectations for learning were different for Students A and B and their instructional group(s), describe both.

🖎 List and describe in sequential order the instructional strategies, learning activities, and resources you used to promote student learning during the lesson. If instructional strategies, learning activities and/or resources were different for Students A and B and their instructional group(s), describe both.

🖎 What were the criteria for student success for the lesson, and how were they communicated to the class? If the criteria for student success for the lesson were different for Students A and B and their instructional group(s), describe both.

🖎 How did you monitor students' learning, and what did you learn about students' progress toward the literacy concept(s)?

🖎 How and what did you communicate to students about the results of their performance/work?

🖎 Based on the performance/work of your students for the lesson, how will you adjust, if necessary, your teaching for the next lesson?

⊠ Attach one work sample from Students A and B after each corresponding daily lesson log. (Work samples can include student drawings, writings, etc.) If it is not practical to attach the actual student product, include a photograph. Photos cannot be returned.

In addition, if you assessed students, either informally or formally, attach copies of the assessment instrument to the corresponding daily lesson log.

## What to Submit:

☒ Daily Lesson Logs

☒ Sample work from Student A and Student B for each day and, if applicable, informal and/or formal assessments

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### Key Elements in the Evaluation of Task B.3

While reviewing your **Daily Lesson Logs and student work**, scorers will look for the key evidence listed below.

🔑 The teacher designs instructional content and learning activities that are clear, focused, coherent, and organized around an important literacy concept(s).

🔑 The teacher expectations for students are appropriate.

🔑 The teacher clearly communicates to the students the criteria for success and the results of performance/work.

🔑 The teacher provides students with opportunities to internalize criteria for quality work and participate in the evaluation of their own work.

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## Task B.4: Videotape and Commentary about a Literacy Lesson

As students develop their literacy learning, they need opportunities to inquire into text. **This kind of learning happens when students are engaged in interpreting, connecting and thinking critically about the text they are using.** For example, the following question invites different answers and reactions from students based on their experiences and their understanding of the story: "Why do you think the character reacts the way he/she does?" This question has multiple answers, all of which may be "right." **The discourse** (see Glossary) **among students and among student(s) and teacher supports inquiry as students explain and justify their responses.** As students think critically about text and their responses, they can develop positive habits of mind and aspects of character. In this part of the portfolio you are asked to show how you provide opportunities for students to discuss, investigate, and challenge various responses to text(s).

✓ Videotape a literacy lesson. Copy a 15-minute segment from this tape onto another tape.

- **The video should show you working with a small group of students on a literacy concept in a learning community that supports students' interactions and discussion about the text. Do not submit mini-cassettes.**
- The discourse should be **clearly audible** and focus on student-to-student, as well as teacher-to-student, exchanges.
- At least once, scan the whole classroom to provide a context for the room arrangement.
- Identify the date of the lesson you videotaped. See Appendices V.3 and V.4 for policies and procedures for classroom videotaping.

☒ Write a commentary (up to 2 pages) that describes how you promoted literacy through student discourse. As you respond to the following questions or prompts, **cite examples from the lesson you videotaped**:

🖉 How did you support students' response, interpretation and critical stance in literacy? Cite specific examples from the videotape segment.

🖉 How did you promote and support student learning of the literacy concept(s)? Cite specific examples from the videotape segment.

🖉 If applicable, how did you promote students' positive habits of mind (see Glossary) and/or positive aspects of character (see Glossary). Cite specific examples from the videotape segment.

### What to Submit:

☒ Videotape segment

☒ Commentary about the videotaped literacy lesson

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### Key Elements in the Evaluation of Task B.4

While reviewing your **videotaped segment and video commentary**, your scorers will look for the key evidence below.

🔑 The teacher provides students with opportunities to reason, ask questions, and communicate their ideas about literacy.

🔑 The teacher provides students with opportunities to develop positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas, and self-reflection).

🔑 The teacher provides students with opportunities to develop positive aspects of character (e.g., caring, honesty, fairness, responsibility, and respect for self and others).

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# Task B.5: Commentary on Your Teaching and Student Learning

After collecting and documenting what is required, **review the materials and reflect upon your teaching and the learning of your students**. Reflection is a key aspect of being an effective teacher. By analyzing the relationships among the environment created for learning, instructional choices, and the quality of students' learning, **you can identify patterns of effective practices as well as areas for improvement**.

⊠     Write a commentary (up to 2 pages) about your literacy segment. **Cite specific examples from your portfolio** as you respond to each of the following questions and/or prompts:

     ✎  Regarding the performance/ work of Students A and B, what did you learn about their understanding of the literacy concept(s)? Cite one or two examples.

     ✎  What did you learn about how students in the class develop an understanding of the literacy concept(s)? Cite one or two examples.

     ✎  What did you learn about your teaching of the class and how it impacted student learning? Cite one or two examples.

     ✎  What, if any, adjustments will you make to your instruction based on your reflection?

     ✎  If applicable, how did you develop and extend this literacy concept in other content areas?

## What to Submit:

⊠     Commentary on Your Teaching and Student Learning

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### Key Elements in the Evaluation of Task B.5

While reviewing your Commentary on Your Teaching and Student Learning, scorers will look for the key evidence listed below.

🔑  The teacher reflects on how students develop an understanding of literacy concept(s).

🔑  The teacher reflects on the relationship between instruction and student learning.

🔑  The teacher proposes or makes adjustments to improve student learning.

🔑  The teacher identifies how the literacy concept(s) extend to other content areas, if applicable.

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In Part C, document a five-day learning segment that develops a numeracy concept(s) with students. Complete the following 5 tasks.

# Task C.l: Commentary on Numeracy Instruction

An effective instructional plan focuses on students' development and integration of content knowledge, skills, and strategies with the development of behaviors that help them become independent and critical learners.

- The instructional plan **accommodates student learning needs and interests and allows for the opportunity for instructional adjustments**.
- Instructional planning **of concepts and activities that build on each other** and are responsive to students' learning needs is the basis for effective instruction to help students develop conceptual understanding.
- The instructional plan needs to reference the *Indiana Academic Standards*.

⊠    Write a commentary (up to 1 page) about the important numeracy concept(s) that your class will learn during the featured five-day segment. Respond to the following questions and/or prompts:

   ✎  What concept(s) have you chosen to teach, and how are they important for student learning?

   ✎  Describe the prior knowledge of students in your class. How does their previous experience affect your instructional planning for this learning segment?

   ✎  How can you extend the numeracy concept(s) to other content areas?

**What to Submit:**

⊠    Commentary on Numeracy Instruction

# Task C.2: Commentary on Students' Numeracy Learning

Select and focus on the learning of two of your students. These two students will serve as a reference to students' learning of numeracy in your class. The students may be from any instructional grouping (see Glossary) you use for numeracy instruction. **The two students you select should differ in their approaches to learning.** You may want to consider choosing students who are of particular interest to you or whom you want to know better. You may select the same students for your literacy and numeracy tasks.

✓    Select the two students who will be featured in the instructional sequence.

☒ Write a commentary (up to 1 page) addressing the following:

✎ How are the numeracy achievements of Students A and B similar to or different from the other students in their instructional group(s) or class?

✎ How do Students A and B differ from each other in their approaches to learning?

✎ What do you expect Students A and B and their instructional group(s) or class to be able to do at the end of the learning segment?

☒ Submit and reference one or two pieces of student work for Students A and B to support the need for the instructional sequence that you planned. Remove students' names from the submitted work, include the date on which the assignment was given, and label as either Students A or B. Attach the work after the Task B.2 commentary.

## What to Submit:

☒ Commentary about Students' Numeracy Learning

☒ Examples of work done by students prior to this learning segment

## Key Elements in the Evaluation of Task C.l and C.2

While reviewing your commentaries, scorers will look for the key evidence listed below.

🔑 The teacher uses students' prior knowledge to identify an appropriate instructional sequence.

🔑 The teacher identifies how the numeracy concept could extend to other content areas.

🔑 The teacher identifies how the numeracy achievements of Students A and B are similar to or different from the other students in their instructional group(s) or class.

🔑 The teacher identifies how Students A and B differ in their approaches to learning.

🔑 The teacher identifies appropriate learning expectations for Students A and B and their instructional group(s).

# Task C.3: Daily Lesson Logs and Daily Student Work in Numeracy

One of the central numeracy concepts is problem solving. Through your instruction, your students develop skills in the areas of representing physical events, working with data, reasoning, communicating mathematically, and making connections within math, other content areas, and to the world around them.

⊠ Write a daily lesson log (1-2 pages a day) after each numeracy lesson explaining how you helped Students A and B and their instructional group(s) develop understanding of the intended numeracy concept(s). In each daily lesson log mark the date and the duration of the lesson and respond to the following questions and/or prompts:

🖉 What did you expect students to learn during the lesson? If the expectations for learning were different for Students A and B and their instructional group(s), describe both.

🖉 List and describe in sequential order, the instructional strategies, learning activities, and resources you used to promote student learning during the lesson. If instructional strategies, learning activities, and/or resources were different for Students A and B and their instructional group(s), describe both.

🖉 What were the criteria for student success for the lesson and how was it communicated to the class? If the criteria for student success for the lesson were different for Students A and B and their instructional group(s), describe both.

🖉 How did you monitor students' learning and what did you learn about students' progress toward the numeracy concept(s)?

🖉 How and what did you communicate to students about the results of their performance/work?

🖉 Based on the performance/work of your students for the lesson, how will you adjust, if necessary, your teaching for the next lesson?

⊠ Attach one work sample from Students A and B after each corresponding daily lesson log (work samples can include student drawings, writings, etc.). If it is not practical to attach the actual student product, include a photograph. Photos cannot be returned. In addition, if you assess students, either informally or formally, attach copies of the assessment instrument to the corresponding daily lesson log.

## What to Submit:

⊠ Daily Lesson Logs

⊠ Sample work from Students A and B for each day and if applicable, informal and/or formal assessments

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│  ┌───────────────────────────────────────────────────────────────┐  │
│  │              Key Elements in the Evaluation of Task C.3        │  │
│  │                                                               │  │
│  │   While reviewing your Daily Lesson Logs and student work,    │  │
│  │   scorers will look for the key evidence listed below.        │  │
│  └───────────────────────────────────────────────────────────────┘  │
└─────────────────────────────────────────────────────────────────────┘
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**Key Elements in the Evaluation of Task C.3**

While reviewing your **Daily Lesson Logs and student work,** scorers will look for the key evidence listed below.

- The teacher designs instructional content and learning activities that are clear, focused, coherent, and organized around an important numeracy concept(s).

- The teacher sets expectations for students that are appropriate.

- The teacher clearly communicates to the students the criteria for success and the results of performance/work.

- The teacher provides students with opportunities to internalize criteria for quality work and participate in the evaluation of their own work.

# Task C.4: Videotape and Commentary about a Numeracy Lesson

As students develop in their numeracy learning, they need opportunities to solve a variety of problems in a variety of ways. **This kind of learning happens when students are engaged in estimating, reasoning, explaining their thinking and interpreting data.** For example, the following statement invites different answers and reactions from students, based on their experiences and their understanding of the mathematical processes: "Explain what strategies you could use to show different ways to solve the problem."  This prompt has multiple responses, all of which may be "right." **The discourse** (see Glossary) **between students and between students and teacher support inquiry as students explain and justify their responses.** As students reason and communicate mathematically, they can develop positive habits of mind and aspects of character. In this part of the portfolio you are asked to show how you engage students in problem solving where they reason in multiple steps and justify their thinking.

✓   Videotape a numeracy lesson. Copy a 15-minute segment from this tape onto another tape.

- **The video should show you working with a small group of students on a numeracy concept in a learning community that supports students' interactions and problem solving.**
- The discourse should be **clearly audible** and focus on student-to-student, as well as teacher-to-student, exchanges.
- At least once, scan the whole classroom to provide a context for the room arrangement.

- Identify the date of the lesson you videotaped. See Appendices V.3 and V.4 for policies and procedures for classroom videotaping. **Do not submit mini-cassettes.**

⊠   Write a commentary (up to 2 pages) that describes how you promoted numeracy through student inquiry. As you respond to the following questions and/or prompts, **cite examples from the lesson you videotaped**.

  ✎ How did you support students' engagement in problem solving? Cite specific examples from the videotape segment.

✎ How did you promote and support student learning of the numeracy concept(s)? Cite specific examples from the videotape segment.

✎ If applicable, how did you promote students' positive habits of mind (see Glossary) and/or positive aspects of character (see Glossary)? Cite specific examples from the videotape segment.

## What to Submit:

☒    Videotape segment

☒    Commentary about the videotaped numeracy lesson

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### Key Elements in the Evaluation of Task C.4

While reviewing your **videotaped segment and video commentary**, scorers will look for the key evidence listed below.

🗝    The teacher provides students with opportunities to reason, ask questions, and communicate their ideas about numeracy.

🗝    The teacher provides students with opportunities to develop positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas, and self-reflection).

🗝    The teacher provides students with opportunities to develop positive aspects of character (e.g., caring, honesty, fairness, responsibility, and respect for self and others).

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# Task C.5: Commentary on Your Teaching and Student Learning

After you have finished collecting and documenting what is required, review the materials and reflect upon your teaching and the learning of your students. Reflection is a key aspect of being an effective teacher. By analyzing the relationships among the environment created for learning, instructional choices, and the quality of students' learning, you can identify patterns of effective practices as well as areas for improvement.

☒    Write a commentary (up to 2 pages) about your numeracy segment. Cite specific examples from your portfolio as you respond to each of the following questions and/or prompts. Respond to the following questions or prompts:

✎ Regarding Students A and B, what did you learn about their understanding of the numeracy concept(s)? Cite one or two examples.
✎ What did you learn about how students in the class develop an understanding of the numeracy concept(s)? Cite one or two examples from student work.

✎ What did you learn about your teaching of the class and how it impacted student learning? Cite one or two examples.

✎ What, if any, adjustments will you make to your instruction based on your reflection?

✎ If applicable, how did you develop and extend this numeracy concept in other content areas?

**What to Submit:**

⊠ Commentary on Your Teaching and Student Learning

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**Key Elements in the Evaluation of Task C.5**

While reviewing your Commentary on Your Teaching and Student Learning, scorers will look for the key evidence listed below.

🔑 The teacher reflects on how students develop an understanding of the numeracy concept(s).

🔑 The teacher reflects on the relationship between instruction and student learning.

🔑 The teacher proposes or makes adjustments to improve student learning.

🔑 The teacher identifies how the numeracy concept(s) extend to other content areas, if applicable.

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## PART D: REFLECTION: THE LEARNING COMMUNITY

# Task D.1: Reflection on the Learning Community in Your Classroom

After you have finished collecting and documenting all that is required, review your entire portfolio and reflect upon the learning community in your classroom.

⊠ Write a commentary (up to 2 pages) about your learning community. Respond to the following questions or prompts:

✎ How did the learning community support students' cognitive and affective development? Cite one or two examples.

✎ How did you help your students develop positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas, and self-reflection)? Cite one or two examples.

✒ How did you help your students develop positive aspects of character (e.g., caring, honesty, fairness, responsibility, and respect for self and others)? Cite one or two examples.

✒ How did the learning community support the opportunities for students to understand and appreciate the diverse culture(s) and diverse perspectives of others?

## What to Submit:

✉ Reflection on the Learning Community in Your Classroom

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### Key Elements in the Evaluation of Task D.l

While reviewing your commentaries, Daily Lesson Logs and videos, scorers will look for the key evidence listed below.

🔑 The teacher promoted a learning community that supported students' cognitive and affective growth

🔑 The teacher promoted a learning community that moved students towards positive habits of mind (e.g., perseverance, self-motivation, confidence, openness to new ideas, and self-reflection).

🔑 The teacher promoted a learning community that moved students toward positive aspects of character (e.g., caring, honesty, fairness, responsibility, and respect for self and others).

🔑 The teacher promoted a learning community that supported opportunities for students to understand and appreciate the diverse culture(s) and diverse perspectives of others.

# TEACHING PORTFOLIO ASSEMBLY CHECKLIST

**Ensure that your accordion folder includes the following materials**, in the following order**:**

☒ **APPENDICES R.1, R.2, R.3, AND R.4**
- ❑ **Complete the four forms.**
  - ❑ Return Receipt Form (Appendix R.1)
  - ❑ Teaching Portfolio Authenticity Sign-off Form (Appendix R.2)
    **Be sure it contains your Candidate ID #.**
  - ❑ Teacher Demographic Information Form (Appendix R.3)
  - ❑ Teaching Portfolio Reflection Form (Appendix R.4)
- ❑ **Photocopy each form and keep the photocopies for your records.**
- ❑ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

☒ **PORTFOLIO**
- ❑ **Assemble the following forms, documentation and commentaries in the order listed below.**
  - ❑ Task A.1: Teaching Portfolio Class Profile Form (Appendix T.1)
    (This completed page is the first page of the portfolio, but **do not number this page.**)
  - ❑ Task A.2: Commentary on the Learning Community in Your Classroom
    (The pagination starts here.)
  - ❑ Task B.1: Commentary on Literacy Instruction
  - ❑ Task B.2: Commentary on Students' Literacy Learning
  - ❑ Task B.3: Daily Lesson Logs and Daily Student Work in Literacy
    **Verify that one work sample from both Students A and B is attached after each daily lesson log.**
    - ❑ Day 1
    - ❑ Day 2
    - ❑ Day 3
    - ❑ Day 4
    - ❑ Day 5
  - ❑ Task B.4: Commentary about a Videotaped Literacy Lesson
  - ❑ Task B.5: Commentary on Your Teaching and Student Learning
  - ❑ Task C.1: Commentary on Numeracy Instruction
  - ❑ Task C.2: Commentary on Students' Numeracy Learning
  - ❑ Task C.3: Daily Lesson Logs and Daily Student Work in Numeracy
    **Verify that one work sample from both Students A and B is attached after each daily lesson log.**

    **Photographs** depicting models or posters created by the students that are part of their learning performance can be added to the portfolio **if they provide important information about student learning during the unit**.
    - ❑ Day 1
    - ❑ Day 2
    - ❑ Day 3
    - ❑ Day 4
    - ❑ Day 5

- ❏     Task C.4: Commentary about a Videotaped Numeracy Lesson
- ❏     Task C.5: Commentary on Your Teaching and Student Learning
- ❏     Task D.1: Reflection on the Learning Community in Your Classroom
- ❏ **Paginate your portfolio**. **Verify that pages were properly paginated.**
- ❏ **Verify the following:**
  - ❏     Your portfolio has been typed on 8½" x 11" white paper, single-sided, double-spaced in a non-script font no smaller than 12-point.
  - ❏     Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials.
  - ❏     Your **Candidate ID #** appears on each page of the portfolio.
  - ❏     All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.
  - ❏     Handwritten documents (e.g., students' work, teacher feedback) are legible.
- ❏ **Make two (2) photocopies of the portfolio.**
- ❏ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**
- ❏ **Secure your original with a binder clip. Secure each copy with a binder clip.**

### *Do <u>not</u> enclose individual portfolio pages in plastic page protectors.*

- ❏ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

### ☒  VIDEOTAPE
- ❏ **Verify the following:**
  - ❏     Videotape segments follow the guidelines outlined in Tasks B.4 and C.4.
  - ❏     Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and are not mini-cassettes.

### *Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.*

- ❏     Your **Candidate ID #** appears on your videotapes (original tape and two copies).
- ❏ **Place the original tape and one copy of the tape into your accordion folder. Keep one copy for your records.**

---

## What to Submit in Accordion Folder:

- ☒  **a packet of forms R.1-R.4, paper clipped**
- ☒  **the original portfolio, binder clipped**
- ☒  **one legible copy of the portfolio, binder clipped**
- ☒  **the original videotape labeled with Candidate ID# (no mini-cassettes)**
- ☒  **one audible copy of the videotape labeled with Candidate ID# (no mini-cassettes)**

# *SECTION IV. APPENDICES*

## APPENDIX R.1: RETURN RECEIPT FORM

### Beginning Teacher Assessment Program

**Directions:** *Complete this form and place it as the first item in you accordion folder when you submit your portfolio.*

**Mailing or Delivery Date of Portfolio:**_____

Candidate Identification (ID) Number:_____

Candidate Name:_____

Address to which this receipt should be mailed:

_____

_____

Home Address (if different):

_____

_____

Telephone Number:_____

Email Address(es):_____(home)

_____(school)

Superintendent's Name:_____

School District/School Name_____

Mailing Address:_____

_____

School Telephone Number:_____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below. This will be done at the time of portfolio receipt.

*Please send a copy of this receipt to my superintendent.*

## Indiana Professional Standards Board
## Beginning Teacher Assessment Program

**DIRECTIONS:** *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the **ultimate responsibility for compiling the portfolio documentation** (including writing the commentaries) **lies with the beginning teacher**. However, beginning teachers are *encouraged* to seek assistance, input, and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

## Attestation by Beginning Teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.

- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.

- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.

- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.

- There is no plagiarized material in the portfolio.

_____     _____     _____
Teacher's Signature                              Teacher's Name (printed)                          Date


_____
Candidate ID#

## Attestation by Principal

To the best of my knowledge, the statements above are accurate.

_____     _____     _____
Principal's Signature                            Principal's Name  (printed)                       Date

## APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

**DIRECTIONS:** *Please complete and place in your accordion folder when you submit your portfolio.*

*Note:* This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1.  Your Social Security Number: _____

2.  Your gender:  ☐ 1. Female     ☐ 2. Male

3.  Your ethnicity *(Check one)*:     ☐ 1. Asian American
    ☐ 2. Black
    ☐ 3. Hispanic
    ☐ 4. Native American
    ☐ 5. White

4.  Regional ESC number *(See Educational Service Centers graphic that follows this form)*: _____

5.  School type where you teach *(Check one. If you teach at more than one school, check for <u>home</u> school type)*:
    ☐ 1. Elementary School
    ☐ 2. Middle/Junior High School
    ☐ 3. High School
    ☐ 4. Other_____
                    *(Please specify)*

6.  Grade levels included in school where you teach.  *(Check one. If you teach at more than one school, check for <u>primary</u> school type)*:

☐ 1.  pk-4 or pk-5          ☐ 3.  k-4 or k-5          ☐ 5.  5-8, 6-8, or 7-8
☐ 2.  pk-6, pk-7, or pk-8   ☐ 4.  k-6, k-7, or k-8    ☐ 6.  9-12
                                                       ☐ 7.  Other _____
                                                                *(Please specify)*

7.  Your specific teaching assignment *(Check one)*:

❑ A. Departmentalized by subject matter
❑ B. Interdisciplinary team
❑ C. Co-teaching in regular classroom
❑ D. Team teaching in regular classroom
❑ E. Art or music instructor only
❑ F. Self-contained classroom (most students are present for a full day)
❑ G. Resource room (students are present for two hours or less per day)
❑ H. Part-time special class (students are present for more than 2 hours per day, but less than a full day)
❑ I.  Other: _____
                    *(Please specify)*

8. Which below characterizes your assigned mentoring situation during your first year of teaching?
    ***(Check one)***
    ☐ A. Individual mentor teaching in my content area and building
    ☐ B. Individual mentor teaching in my content area, but not building
    ☐ C. Individual mentor teaching in my building, but not content area
    ☐ D. Individual mentor, but one not teaching in my content area or building
    ☐ E. Team mentoring, with at least one mentor teaching in both my content area and building
    ☐ F. Team mentoring, with at least one mentor teaching in my content area, but not building
    ☐ G. Team mentoring, with at least one mentor teaching in my building, but not content area
    ☐ H. Other_____
***(Please specify)***

9. At which institution and level did you <u>complete</u> your teacher preparation program/coursework related to your current license and teaching assignment in Indiana?***(Check all that apply)***
<u>INSTITUTION:</u>

| Institution | Undergraduate | Graduate | Both |
|---|---|---|---|
| ☐ 1. Anderson University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 2. Ball State University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 3. Bethel College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 4. Butler University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 5. Calumet College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 6. Depauw University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 7. Earlham College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 8. Franklin College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 9. Goshen College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 10. Grace College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 11. Hanover College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 12. Huntington College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 13. Indiana State University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 14. Indiana University Bloomington | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 15. Indiana University East | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 16. Indiana University Kokomo | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 17. Indiana University Northwest | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 18. Indiana University South Bend | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 19. Indiana University Southeast | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 20. Indiana Wesleyan University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 21. IU PU at Fort Wayne | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 21. IU PU at Indianapolis | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 23. Manchester College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 24. Marian College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 25. Oakland City University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 26. Purdue University | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 27. Purdue University Calumet | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 28. Saint Francis College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 29. Saint Joseph's College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 30. Saint Mary's College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |
| ☐ 31. St. Mary of the Woods College | ☐ 1. Undergraduate | ☐ 2. Graduate | ☐ 3. Both |

☐ 32. Taylor University            ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 33. Tri State University         ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 34. University of Evansville       ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 35. University of Indianapolis     ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 36. University of Notre Dame     ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 37. University of Southern Indiana ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 38. Valparaiso University        ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 39. Wabash College             ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 40. Alternate Route to Licensure ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 41. Out-of-State: _____ ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
                  *(Please specify institute)*
☐ 42. Other:_____
                  *(Please specify)*

10. Using the scale provided, please rate the following resources in your school
     *(Note: N/A means Not Applicable)*

A. Number of computers:          ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
B. Computer accessibility:        ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
C. Library/media resources:      ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
D. Library/media accessibility:   ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
E. Lab equipment:                ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
F. Number of basic calculators:   ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
G. Number of scientific calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
H. Number of graphing calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
I. Laboratory materials/supplies:   ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
J. Internet capability (teachers):   ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
K. Internet capability (students): ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
L. Other technology  *(Specify)*: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3.Less than adequate ☐ 4.N/A
_____

11. Which of the following computer resources did you use, or have your students use, during the teaching of your portfolio unit *(Please check all that apply)*:

                                      <u>You</u>        <u>Students</u>

A. Word Processing                        _____      _____
B. PowerPoint or other type of presentation   _____      _____
C. Internet                                   _____      _____
D. Spreadsheet                            _____      _____
E. Data analysis                          _____      _____
F. Instructional programs (e.g., computer simulation,
     guided instruction)                   _____      _____
G. Other *(Please specify)*            _____      _____

**Region 1**
**Southern Indiana Education Service Center**
**Jasper, IN  47547**

**Region 2**
**William E. Wilson Education Center**
**Charlestown, IN  47111**

**Region 3**
**West Central Education Center**
**Greencastle, IN   46135**

**Region 4**
**East Central Education Center**
**Connersville, IN   47331**

**Region 5**
**Wabash Valley Education Center**
**West Lafayette, IN   47906**

**Region 6**
**Northwest Indiana Education Center**
**Highland, IN   46322-1299**
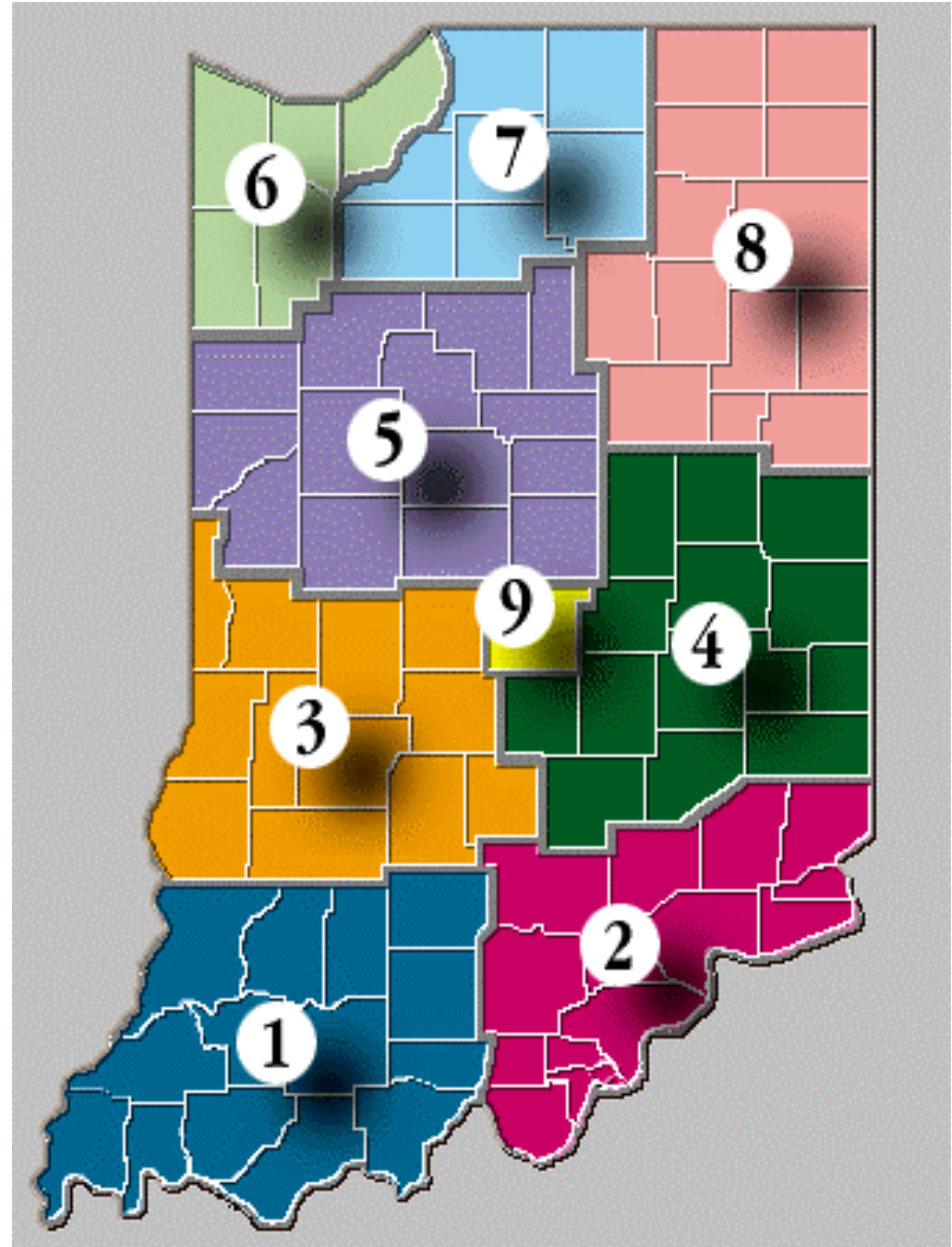
**Region 7**
**Northern Indiana Education Center**
**Mishawaka, IN   46545**

**Region 8**
**Region 8 Education Service Center**
**Markle, IN   46770**

**Region 9**
**Central Indiana Education Service Center**
 **Indianapolis, IN   46268**

# APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

**DIRECTIONS:** *Please complete and place in your accordion folder when you submit your portfolio.*
*Note:* This information is for research purposes <u>only</u>. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____

2. Your content area: _____

3. Which of the following were sources of support for you as you completed your portfolio?
   *(Check all that apply)*
   ☐ Beginning teachers also completing portfolios
   ☐ Colleagues who had completed portfolios in previous years
   ☐ Other colleagues *(Please specify):* _____
   ☐ My formally assigned mentor
   ☐ Support seminars *(Please specify - district, consortium, building, etc.)* _____
   ☐ My principal
   ☐ My department chair
   ☐ IPSB Teacher-in-Residence or scorer *(Please specify)* _____

4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, or Strongly Disagree.***

<u>Completing this portfolio provided me the opportunity to demonstrate:</u>

a.  …my content area knowledge in a way that was not assessed with the Praxis II exam.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

b.  …my understanding of the content standards.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

c.  …my ability to design instruction.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

d.  …my ability to implement instruction.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

e.  …my ability to assess student work.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

f.  …my ability to monitor and adjust instruction based on student assessment.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

g.  …my ability to modify instruction based on accommodations to students' needs, interests, and backgrounds.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

h.  …my ability to manage my classroom.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

i.  …my ability to reflect upon my teaching practices.
    ☐ 1. Strongly Agree      ☐ 2. Agree      ☐ 3. Disagree      ☐ 4. Strongly Disagree

**Portfolio:** Content area: _____  Course title: _____

Unit name: _____

**Class that is the focus of the portfolio:**  Class minutes/day: _____ Class minutes/week: _____

    Class sessions during the instructional unit: _____  Block schedule _____

    *(Specify & describe)* _____

    Class meetings with the selected class per year: _____

    Grade level(s) in your portfolio class: pre-k  1  2  3  4  5  6  7  8  9  10  11  12

                               *(Circle all that apply)*

    Composition of your portfolio class:

| | | |
|---|---|---|
| _____ Number of boys | _____% Black | |
| _____ Number of girls | _____% Hispanic | |
| _____ Number of bilingual students | _____% White | |
| _____ Number of students identified as | _____% Asian/Pacific Islander | |
|     special education  students | _____%American Indian/Alaskan Native | |
| | _____% Biracial | |

Ability grouping: _____ heterogeneous _____ homogeneous (___ advanced, ___ average, ___ general)

Primary texts used in portfolio class *(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)*

_____

_____

*(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)*

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s):  *(Check all that apply)*

☐  Paraprofessional      ☐  Parent volunteer

☐  Co-teacher      ☐  Other

**Community:** _____ Rural _____Suburban _____ Urban _____ Other

_____ Mostly affluent families        _____ Mostly upper middle-class families

_____ Mostly lower middle-class families        _____ Significant number of families at or near the poverty line

_____ Mixture of economic statuses *(Describe)*

**School:** _____ Pre-K _____Elementary _____Middle or Junior High _____ High School _____ Other

Total number of students in the school _____ Public _____ Private

**Access to Technology:**

| | | | |
|---|---|---|---|
| Basic four function calculators | _____ exceptional | _____ adequate | _____ wanting |
| Scientific calculators | _____ exceptional | _____ adequate | _____ wanting |
| Graphing calculators | _____ exceptional | _____ adequate | _____ wanting |
| Computers | _____ exceptional | _____ adequate | _____ wanting |
| Manipulatives for inquiry | _____ exceptional | _____ adequate | _____ wanting |
| Consumables for Inquiry | _____ exceptional | _____ adequate | _____ wanting |

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

_____

| **Mentor:** | **Teaching Assignment:** |
|---|---|
| _____ Building level content-specific supervisor | _____ Departmentalized by subject |
|     (e.g., department chair) | _____ Interdisciplinary team |
| _____ Building level content- specific teacher | _____ Departmentalized and interdisciplinary |
| _____ Other _____ | _____ Other _____ |

## **Notice to Parents or Guardians**

Dear Parent/Guardian:

I am participating in the Beginning Teacher Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students and myself, the primary focus of the tape is on my teaching not the students in the class. Your child may be included in this videotape or his/her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.


 Sincerely,


_____            Date: _____

### Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa "Beginning Teacher Assessment", un programa desarrollado pr el Indiana Professional Standards Board (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la ensenanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la ensenanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de ensenar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi ensenanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi ensenanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.

Sinceramente,

_____   Fecha: _____

## APPENDIX V.3: BTAP PROGRAM POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED TEACHING PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the BTAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent is not required, and (b) uses for which teacher consent is required, and the IPSB will ask for a teacher's consent prior to use.

*(a) Uses for which beginning teacher consent is not required:*

- evaluation of teaching as part of BTAP assessments
- pilot-testing and validation of BTAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

*(b) Uses for which beginning teacher consent is required:*

- professional development for beginning teachers, principals, and other educators involved in the BTAP in which illustrative examples of effective teaching practice are provided
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the BTAP to a wide audience of educators

*Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.*

**Introduction**

These procedures are provided to help you produce a videotape that clearly represents the teaching and learning in your classroom. **In order to capture elements of effective instruction and student learning, you will need to produce a video of reasonable audio and video quality.** Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a video with minimum problems that will fulfill the requirements of these portfolio guidelines.

**Preparation and Practice**

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:

- your principal
- a certified mentor or colleague
- your school or district media or A/V specialist
- another beginning teacher who has done/is doing videotaping

✓ **Schedule/reserve** the necessary video/audio equipment well in advance.

✓ **Advise your principal** about your need to videotape lessons for the portfolio.

✓ **Meet with the camera operator** (student or colleague) to plan the taping prior to videotaping your lesson.

✓ **Discuss** the following questions:

- Where will you and your students be during the lesson?
- Will different activities require students to regroup or move around the classroom?
- How will the use of instructional materials be recorded?
- What will the video operator need to capture?
- If applicable, when should the operator zoom in or rotate the camera to a new position?

✓ **Practice the videotaping process.** This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.

✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent, or daylight) each time a recording is made.  Newer cameras may be automatic, thus requiring no adjustment.

**Audio Guidelines**

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, **consider whether others will be able to understand what you and your students said** (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone (i.e., a microphone that can be connected to the camera and pick up sound throughout the classroom).

 Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.

- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).

- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorded. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to the playback of the videotape before starting and after taping.

**Power and Safety Issues**

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom** to avoid injury to students and damage to equipment.

# GLOSSARY OF TEACHING PORTFOLIO TERMS

**Alignment** refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

**Assessment** is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.

- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e.g., journal entries).

**Commentary** is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks.

**Differentiation** is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

**Discourse** includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings).

**Inquiry** is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

**Performance-Based Assessment** is an assessment that includes what a student or teacher is able to do (performance) rather than assessment that is simply an explanation of what they know.

**Professional Growth** includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

**Reflective Practitioner** is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

## CONTENT SPECIFIC TERMS

**Aspects of Character** are the core ideas of caring, honesty, fairness, responsibility and respect for self and others that you help develop in your students, moving them towards the ability to work with a variety of individuals.

**Criteria for success** are specific statements about how you and your students will be able to assess/evaluate their performance in relation to the learning goal and/or objective. Criteria answer "What should teachers and students look for when examining performances to know if they are successful?"

**Discourse in Literacy and Numeracy** should provide opportunities for students to critically evaluate, extend and deepen their understanding of what they already know.

**Habits of Mind** are the core ideas of self-confidence, perseverance, independent thinking, self-reflection, and openness to new ideas that you help your students develop in an effort to move towards independence and responsibility for learning.

**Instructional Group** is the way in which you group students to meet their learning needs. Some examples include whole class, flexible group, ad hoc group, or individual.

**Literacy** is the knowledge, skills, and dispositions that enable students to construct meaning and make sense of the world through reading, writing, speaking, listening, viewing, and enacting.

**Numeracy** is the knowledge, skills, and dispositions that enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within math, other content areas, and the world around them in order to solve problems.

**Student Performance** is any written, verbal, non-verbal outcome produced by the student during the instructional sequence.

**Student Work** is written work produced by a student in response to a task that is directly related to the goal(s) and objective(s) of the lesson. Some examples include assessments, journal writing, pictures, diagrams drawings, models, or homework assignments.

**Tasks** are specific descriptions of what students will do to help them reach the learning objective. A task answers the question, "How will students accomplish this?"

**Teaching Strategies** are the teaching processes you use to support goal(s), objective(s), and task(s). In other words, what you do when you teach.